DOCUMENT RESUME

ED 316 277 JC 900 137

AUTHOR Turcott, Frances; Linksz, Donna
TITLE Results of the 1989 Self-Image Survey: Catonsville Community College.
INSTITUTION Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE Feb 90
NOTE 36p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; College Faculty; Community Colleges; *Employee Attitudes; Needs Assessment; Organizational Effectiveness; Program Evaluation; Questionnaires; *School Effectiveness; School Personnel; School Surveys; *Self Evaluation (Groups); Teacher Attitudes; Two Year Colleges

ABSTRACT

Catonsville Community College (CCC) conducted a self-image survey to examine employees' perceptions about the college's instructional and student support programs and the general college environment. The survey was distributed to all full-time faculty, administrators, and classified personnel. It was also distributed to adjunct faculty during the fall 1989 organizational meeting. While a total of 218 persons responded, only 183 out of 640 full-time employees returned the survey, for a response rate of 29%. The survey asked respondents to rate the sensitivity and responsiveness of CCC, the quality of programs and services, the performance of services, and the quality of promotional activities and materials. Survey highlights included the following: (1) the college was rated very highly in terms of friendliness of atmosphere, concern for students, and overall quality of education; (2) college transfer, career, and technical programs, developmental education, and continuing education and community services were all rated as above average; however, at least 20% of the respondents rated each of the programs as "don't know"; (3) faculty and staff perceived the availability of counselors and advisors to be somewhat of a problem; (4) respondents' ratings of student activities, admissions office programs, registration, childcare, health services, the college press, computer services, the business office, security, and libraries are given in the text and in an appended chart; (5) 85% rated the upkeep of the grounds as excellent; and (6) 81% would recommend that family or friends attend CCC. The survey instrument is appended, as well as charts and line graphs detailing responses. (WJT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316277

RESULTS OF THE 1989 SELF-IMAGE SURVEY
CATONSVILLE COMMUNITY COLLEGE

by Frances Turcott and Donna Linksz

JC 900 137

Catonsville Community College
800 South Rolling Road
Catonsville, Maryland 21228

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Linksz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

RESULTS OF THE 1989 SELF-IMAGE SURVEY
CATONSVILLE COMMUNITY COLLEGE

Introduction

As part of our marketing efforts, Catonsville Community College examined perceptions about our programs and services held by college personnel--instructional faculty, administrative staff, and classified staff. The perceptions held by our staff are important for two reasons. First, staff are intimately familiar with the institution and thus in an excellent position to evaluate strengths and weaknesses. If we feel good about the College, we will be more inclined to promote the College to friends and neighbors. Our perceptions reinforce and add credibility to other promotional efforts which are undertaken. On the other hand, if staff attitudes are less than positive, we may be reluctant to promote the College and even refute those promotional efforts.

The Self-Image Survey was designed to examine how we perceive our major instructional and student support programs. It also looked at our general environment and the College's promotional efforts. Respondents were asked for overall impressions of the College in terms of our image and as a place to work.

Survey Administration

The survey was distributed to all full time faculty, administrators, and classified personnel. It was also distributed to adjunct faculty members during their fall organizational meeting. The survey was returned to the Office of Institutional Research for tallying of survey results.

Results

Two hundred and eighteen people responded to the survey. For a survey of this length, this return rate is quite high. There are approximately 640 full time employees at the College; 183 of them returned the survey or 29%. The demographic data follows. This information is important because it permits the researcher to study how different groups of people responded to different items. When one looks at questions such as sensitivity to minority concerns or sensitivity to sexual harassment concerns, it is relevant that minorities and women view these respective areas in significantly different ways than whites and men. These items will be examined more closely later in the report.

Number of respondents=218

Instructional faculty	51%	Part time	15%
Administrator	14%	Full time	85%

Other Professional	9%
Classified Staff	26%

Work Status

Tech Studies	5%
HCE	13%
MSE	12%
BSSHS	11%
NPEHLS	10%
LELS	6%
SPS	10%
Planning & Development	12%
Physical Plant	5%
Cont. Ed/Comm.Services	10%
Other Admin. Services	7%

Length of Service

Less than 1 yr	7%
1-5 years	28%
6-10 years	13%
11-20 years	40%
21+ years	11%

Race/Ethnic Group

African American	5%
White	93%
Hispanic	0
Asian American	1%
Native American	1%

Gender

female	56%
male	44%

The survey instrument was divided into major sections. Each section of the survey used a five point rating scale. The respondent could chose from excellent (5) to poor (1) and (0) for "don't know". Survey results are reported in percentages. These percentages represent the total number of respondents who rated an item 4 or 5 (above average), 3 (average), or 1 or 2 (below average). Exhibit A 1-5 is a summary of these results.

There were also open-ended questions at the end of the survey. The responses to these questions appear as Exhibit I. The Image Survey itself, is Exhibit J.

Rating the College

The first major section of the survey (Exhibit A-1) asked the respondent to rate the College in terms of sensitivity and responsiveness. The College was rated very highly in terms of friendliness of atmosphere (85%), concern for students (84%), and overall quality of education (83%). The faculty and support staff were rated equally as well in terms of their helpfulness to students (78%). While the College was found to be generally sensitive to the needs of handicapped students (76%), sensitivity to minority concerns and sensitivity to sexual harassment concerns were graded lower with significant differences in the way different groups at the College rated them.

Exhibits B, C, and D demonstrate the difference between groups in responding to minority and sexual harassment concerns. It

should be noted that only 15 minority group members responded to the survey. For that reason two graphs are included, one with percentages (Exhibit B), and the other using numbers of respondents (Exhibit C).

Faculty and Staff Assisting Students/Programs

The next major section of the survey (Exhibit A-2) was an evaluation of programs and services. The programs evaluated were college transfer, career and technical programs, developmental education, and continuing education and community services. All programs were evaluated in terms of the quality, variety, and relevance of their offerings. They were also rated in regard to the quality of instruction and academic standards. By and large, the majority of the respondents rated these items above average. What is disturbing is the percentage that rated items "0" "or don't know". Respondents who are not aware of these programs are not in a position to comment favorably to the public about them. With the exception of continuing education courses, all programs exhibited similar patterns of rating on all five variables. Refer to graphs "Quality of Instruction" (Exhibit E), "Quality of Course Offerings" (Exhibit F), and "Academic Standards" (Exhibit G).

Transfer programs received the highest percentage of above average ratings, followed by career and technical programs, and developmental education. The number of respondents who indicated "don't know" was highest for developmental education, then career and technical programs and least for transfer programs. Thus more work must be done to inform our internal constituencies about what goes on in areas other than their own. Respondents were most confident in rating the quality of instruction and least confident about judging the academic standards of these offerings.

Continuing education and community services programs were rated very similarly to the development education program except in quality of course offerings. Respondents seemed more aware of the continuing education program than the developmental education program on this item.

Faculty and Staff Assisting Students/Services

The next section of the survey (Exhibit A-3) evaluated our services in terms of how well College faculty and staff were perceived to be meeting student and staff needs. The following conclusions can be drawn from the data but are by no means inclusive.

* Faculty and staff perceive the availability of counselors to be somewhat of a problem; however, they acknowledge the services offered by the Counseling Center as relevant to student needs.

* Respondents expressed consistency in their ratings across all areas of the Student Activities program. The program was rated good or excellent by 47% in quality of course offerings, 51% in variety of course offerings and 43% for the relevance of the program to student needs.

* The faculty are more critical than classified staff on rating the effectiveness of recruiting activities of the Admissions Office.

* The availability of advisors is perceived by faculty and staff as a problem as is quality of advising but to a lesser extent.

* Faculty gave high ratings to the efficiency of arena registration; 71% indicated that it was above average. Classified staff rated it more critically but still quite good; 52% gave it an above average rating. Respondents were knowledgeable about registration (very few respondents indicated "do not know") and in a position to it rate well for resolution of problems (52%) and one-on-one interaction with the public (50%).

* In contrast to the Registration Office, a very high percentage (64%) of respondents indicated that they do not know enough to rate the services performed by the Financial Aid Office. On the other hand, the Financial Aid Office received a lower than average number of "poor" responses indicating that faculty and staff have not had negative encounters with that office.

* Faculty and staff perceive the quality of the Child Care Program as good although the availability of child care is perceived to be a problem.

* Faculty and staff also express confidence that the quality and availability of the Health Services Program is good.

* The quality of the work produced by the Press was rated very highly, 69% rated it as excellent. The Press received slightly lower ratings for timeliness in completion (62%), although the ratings were still very good.

* Respondents indicated general satisfaction with the quality of service of Computer Services although they perceive the availability of assistance to be more of a problem.

* Faculty and staff perceive some problems in the quality of service and availability of assistance from the Public Relations Office and a slightly greater problem with the timeliness of completion of jobs submitted to this office. The Publications Office received slightly higher ratings, but the same problems are perceived in this office as well. The split of these offices occurred a month prior to the administration of this survey. Some difficulty in differentiating the services of each office most

likely occured.

* The Business Office received generally good ratings for quality of services (54%), resolution of problems (51%), and availability of assistance (53%). One-on-one interaction with the public was perceived somewhat weaker (37%).

* Faculty and staff responded with high ratings in the availability of assistance provided by Security (65%). Security received slightly fewer of respondents rating them in the excellent category for one-on-one interaction with the public (52%) but still in the very good range.

* The LMTC is perceived as providing a high quality of service to their constituents by an exceptionally high percentage of faculty and staff (82%). They also received very good ratings for media service (70%) and variety and availability of library materials (67%).

Telephone etiquette was included as an item to be rated in seven areas that have extensive dealings with the public. Unfortunately, it is the perception of our faculty and staff that most areas are weakest in this important function. Exhibit H graphically demonstrates how the College rated this function. It is important to note that a significant number of faculty and staff did not have enough personal experience with these offices to rate this function. The higher the percentage who did not rate the item, the lower the percentage who rated it above average.

Performance of Services

The next section of the survey (Exhibit A-4) rated the College on how well services are being performed. By far, the upkeep of our grounds received the highest percentage of respondents rating it "excellent" (85%). The maintenance of buildings received a 51% excellent rating, cleanliness of classrooms received 47%, cleanliness of common areas received 43%, and cleanliness of restrooms received a 39%, indicating that faculty and staff see a need to improve on this last factor in particular.

A number of respondents indicated that they did not know about the services provided by the bookstore and thus were not in a position to rate it. However, the numbers indicate that a problem exists in the variety of items for sale in the bookstore; and, to a lesser extent, the prices of items for sale in the bookstore is perceived as a problem.

Paralleling the results for the bookstore, the variety of items to eat in the cafeteria received a significant number of poor and average ratings as did the quality of food.

The last item in this section was rating the services for students on evenings and weekends. A large percent (48%) did not

know enough about the services to rate them. Only 8% of the respondents felt the services were excellent, 23% rated them as poor, and 22% rated them as average. This is an issue that needs to be addressed.

Promotions

The last section of the survey (Exhibit A-5) asked the college community to rate promotional activities and materials, and included open-ended questions. Several observations can be drawn from the data. A large percentage of respondents are not aware of college promotional efforts in radio, newspaper or press releases. Those that are aware rated of them average to poor. The Intercom received an excellent rating in quality from 59% of the respondents and a smaller percentage (54%) of faculty and staff gave them an excellent rating for the frequency of its publication.

The registration newspaper received equal percentages of excellent ratings (56%) for quality and ease of use of the newspaper. The college catalog received higher ratings; 69% of faculty and staff felt the quality of the catalog was excellent, while 67% rated the catalog as easy to use.

The last two items on this part of the survey substantiate the claim by many that programs and services are not easy to locate on our campus and that our signage presents some problems for first time visitors.

Open-ended Questions

The first question asked faculty and staff whether they would recommend that friends or family attend CCC. "Yes, without reservation" was checked off by 81% of the respondents, "yes, with reservations" was checked off by 17%, and "no" was checked off by 1% of the respondents. Written explanations accompanied many of the responses indicating the specific reasons people had for not recommending the College to friends or family. All comments submitted by faculty and staff appear as Exhibit I.

Questions two and three asked respondents for suggestions to improve educational programs and services at the College and improving the quality of communications and/or promotional activities at CCC, respectively. The fourth question asked faculty and staff to rate the promotional methods they think are most effective for communicating programs and services at CCC. Methods that are utilized by the College were listed. Faculty and staff were in strong agreement that person to person communication about the College is the most effective means to get our message out. This underscores the importance of all College employees serving as emissaries in communicating a positive message.

The promotional methods that followed person to person communication as most effective to least effective were: radio,

the registration newspaper, commercial T.V., direct mail of brochures, ads in newspapers, special events on campus, and CTV 20. It should be noted that a high percentage (26%) were not sure of the effectiveness of CTV 20 as a promotional tool.

Question five asked the respondent to cite things that hurt the College's image. The last question asked for the overall impression of CCC as a place to work and as a provider of quality educational programs and services. Responses are written verbatim in Exhibit I and are listed by the number assigned to the question.

Conclusion

The Image Survey results indicate that our faculty and staff are highly positive about the programs and services that we offer to students. Specific areas need improvement as shown by survey numbers. Even more telling are the comments that reinforce these numbers.

Comments about our educational programs show that quite a few people are concerned that we are "turning into a technical college" or generally stressing the technical side more than our quality transfer program. There is a concern that more needs to be done to change the community college image of a second rate institution whose standards are less stringent than those of a four year school. Comments on our strengths generally mention our strong academic programs and dedicated faculty. Comments on our weaknesses mention increasing class sizes and a growing dependence on adjunct instructors.

The Image Survey statistics and comments on general college services, point out the need to improve on telephone manners, keeping our public areas clean, and maintaining accurate mailing lists. A number of people called on the College to improve evening and weekend services for students. Comments were also made about the need to improve signage and labeling of buildings.

One of the major results of the survey pointed out the clear message that our promotional activities must do a better job to get the message out about how good we are. There is concern about our lack of advertisements in newspapers and on the radio, compared to other local schools. Efforts to encourage local media to publicize our achievements and special events must be stepped up.

As a place to work, the comments are overwhelmingly positive. Faculty and staff used the adjective "excellent" over and over again. As a provider of programs and services again the comments were positive. Cited was our caring attitude and the fact that "we keep trying to improve and that's important."

The image of the institution is reinforced everyday with every encounter each of us has with people. The survey pointed out the areas that improvements should be made to correct negative images. It should be kept in mind, however, it is everybody's job to improve and maintain our positive image.

Exhibit A-1

RATING THE COLLEGE

	Below Average	Average	Above Average	Don't Know
Friendliness of atmosphere	1%	12%	85%	2%
Concern for students	1%	14%	84%	2%
Sensitivity to minority concerns	5%	22%	69%	5%
Helpfulness of faculty towards students	2%	15%	78%	5%
Helpfulness of support staff	2%	16%	78%	3%
Sensitivity to sexual harassment concerns	5%	24%	48%	30%
Responsiveness to community needs	1%	16%	76%	8%
Sensitivity to handicapped students needs	4%	14%	76%	6%
Course availability at off-campus centers	4%	27%	45%	24%
Overall quality of education	1%	13%	83%	3%

FACULTY AND STAFF ASSISTING STUDENTS/PROGRAMS

	Below Average	Average	Above Average	Don't Know
College Transfer Programs				
Quality of course offerings	1%	12%	67%	21%
Variety of course offerings	1%	15%	65%	19%
Relevance to 4 year programs	1%	14%	59%	26%
Quality of instruction	1%	12%	69%	19%
Academic standards	3%	24%	54%	19%
Career and Technical Programs				
Quality of course offerings	1%	8%	62%	29%
Variety of course offerings	1%	11%	62%	26%
Relevance to local job market	1%	9%	60%	30%
Quality of instruction	1%	11%	54%	34%
Academic standards	1%	15%	49%	35%
Developmental Education Program				
Quality of course offerings	3%	12%	43%	42%
Variety of course offerings	3%	14%	43%	40%
Relevance to credit courses	2%	13%	43%	42%
Quality of instruction	2%	9%	46%	44%
Academic standards	3%	15%	34%	47%
Continuing Education & Community Services				
Quality of course offerings	3%	15%	56%	27%
Variety of course offerings	2%	9%	68%	21%
Relevance to community needs	3%	8%	67%	23%
Quality of instruction	1%	15%	42%	42%
Academic standards	3%	6%	31%	50%

Exhibit A-3

FACULTY AND STAFF ASSISTING STUDENTS/SERVICES

	Below Average	Average	Above Average	Don't Know
Counseling Program				
Effectiveness of service	6%	21%	38%	36%
Relevance of student needs	7%	17%	44%	33%
Availability of counselors	12%	20%	28%	40%
One-on-One interaction with public	4%	17%	22%	57%
Telephone etiquette	6%	18%	32%	45%
Student Activities				
Quality of program offerings	3%	17%	47%	33%
Variety of program offerings	2%	18%	51%	30%
Relevance to student needs	[illegible]%	16%	43%	36%
Telephone etiquette	2%	15%	34%	50%
Admissions Office Programs				
Effectiveness of recruiting activities	6%	14%	43%	37%
One-on-One interaction with the public	3%	14%	41%	42%
Telephone etiquette	4%	12%	40%	45%
Academic Advising				
Quality of advising	10%	23%	34%	34%
Availability of advisors	11%	23%	27%	39%
One-on-One interaction with public	5%	17%	27%	52%
Registration				
Efficiency of arena registration	6%	20%	56%	19%
Resolution of problems	8%	22%	52%	18%
One-on-One interaction with public	5%	22%	50%	23%
Telephone etiquette	7%	17%	35%	42%
Financial Aid				
Resolution of problems	3%	11%	23%	63%
Quality of advisement	2%	10%	24%	63%
Availability of counselors	3%	9%	22%	66%
One-on-One interaction with public	1%	10%	21%	67%
Telephone etiquette	3%	9%	21%	67%
Childcare				
Quality of program		2%	44%	54%
Availability of service	7%	10%	29%	54%
Health Services				
Quality of program	1%	6%	58%	35%
Availability of service	1%	6%	60%	32%
College Press				
Quality of work	4%	19%	69%	8%
Timeliness in completion	10%	18%	62%	10%

	Below Average	Average	Above Average	Don't Know
Computer Services				
Quality of service	6%	18%	41%	27%
Availability of assistance	13%	19%	42%	26%
Public Relations				
Quality of service	16%	22%	31%	31%
Availability of assistance	13%	22%	30%	35%
Timeliness in completion	19%	21%	23%	37%
Publications				
Quality of service	10%	22%	38%	31%
Availability of assistance	11%	20%	33%	36%
Timeliness in completion	17%	22%	24%	37%
Business Office				
Quality of service	1%	20%	54%	25%
Resolution of problems	4%	18%	51%	28%
Availability of assistance	3%	16%	53%	28%
One-on-One interaction with public	4%	17%	37%	43%
Telephone etiquette	4%	16%	45%	36%
Security				
Availability of assistance	7%	19%	65%	9%
One-on-One interaction with public	8%	23%	52%	17%
Telephone etiquette	5%	23%	51%	22%
LMTC				
Quality of library service	1%	9%	82%	9%
Variety of materials	3%	21%	67%	10%
Availability of materials	2%	21%	67%	10%
Quality of materials	4%	13%	70%	12%

Exhibit A-4

PERFORMANCE OF SERVICES

	Below Average	Average	Above Average	Don't Know
Maintenance and buildings	13%	35%	51%	1%
Cleanliness of classrooms	15%	34%	47%	5%
Cleanliness of common areas	20%	36%	43%	1%
Cleanliness of restrooms	28%	32%	39%	1%
Upkeep of grounds	3%	12%	85%	1%
Service in the bookstore	6%	24%	51%	19%
Variety of items for sale in bookstore	19%	31%	37%	13%
Cost of items for sale in bookstore	20%	44%	19%	17%
Service in the cafeteria	7%	36%	50%	7%
Variety of items to eat in the cafeteria	21%	32%	40%	6%
Quality of food	18%	37%	37%	8%
Services for student on evenings/weekends	23%	22%	8%	48%

PROMOTIONS

	Below Average	Average	Above Average	Don't Know
Quality of press releases	17%	34%	25%	25%
Quality of radio ads	17%	26%	15%	42%
Frequency of radio ads	36%	15%	7%	42%
Quality of newspaper ads	23%	29%	16%	32%
Frequency of newspaper ads	36%	18%	10%	35%
Quality of Intercom	4%	32%	59%	5%
Frequency of publication of Intercom	8%	32%	54%	6%
Quality of registration paper	4%	31%	56%	9%
Ease in use of registration paper	10%	25%	56%	10%
Quality of College catalog	3%	24%	69%	4%
Ease of use of College catalog	7%	22%	67%	4%
Usefulness of signage for buildings	18%	33%	44%	6%
Ease of locating programs and services on campus	28%	45%	23%	5%

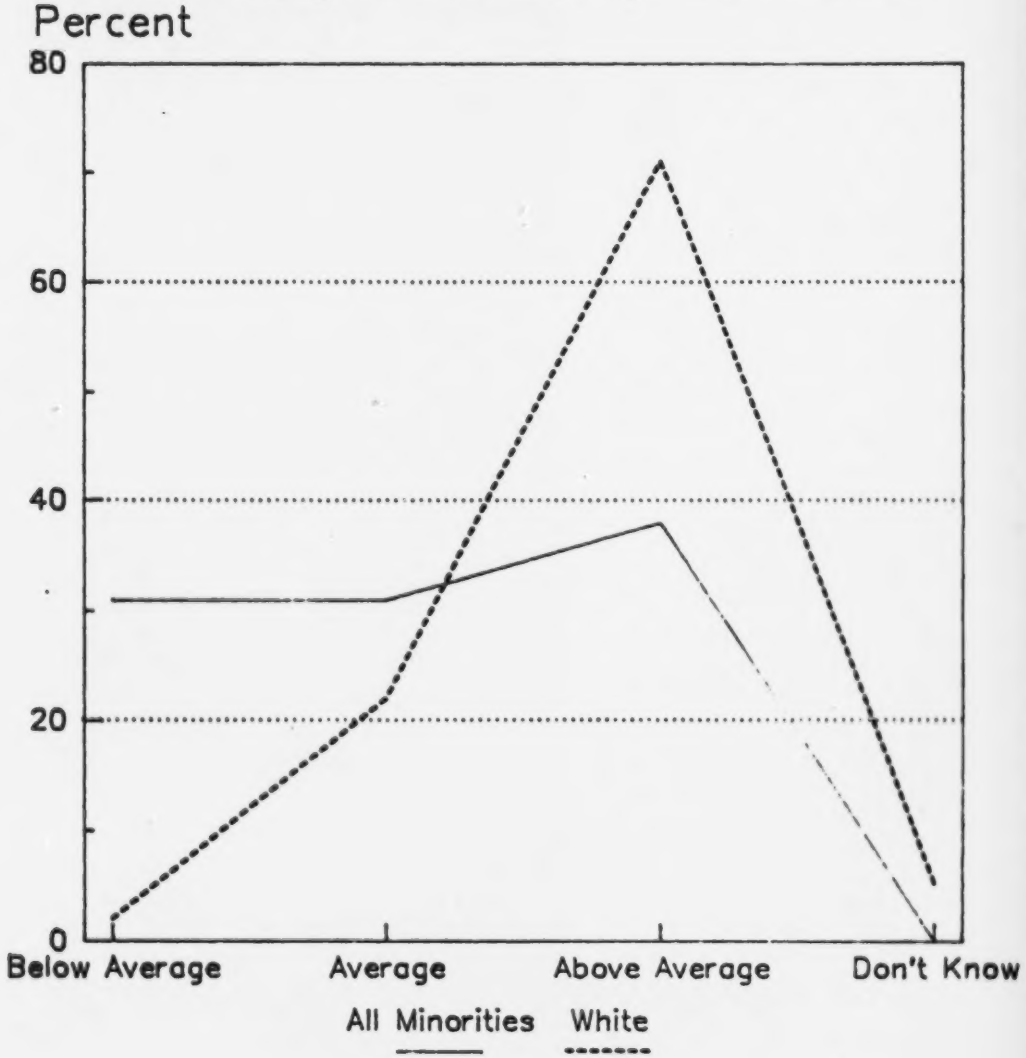
Would you recommend that you friends or family attend CCC?

81% Yes, without reservation
17% Yes, with reservations
1% No

What ways do you think are most effective for communicating the programs and services at CCC?

	Below Average	Average	Above Average	Don't Know
Radio	4%	25%	56%	14%
TV (Commercial)	8%	21%	55%	17%
Person to person	3%	17%	67%	14%
Direct mail of brochures	11%	25%	52%	12%
Registration newspaper	6%	26%	53%	15%
Ads in newspaper	5%	28%	51%	17%
Special events, on-campus (car show, sports, theatre)	7%	28%	49%	16%
CTV 20	12%	32%	30%	26%

Sensitivity to Minority Concerns



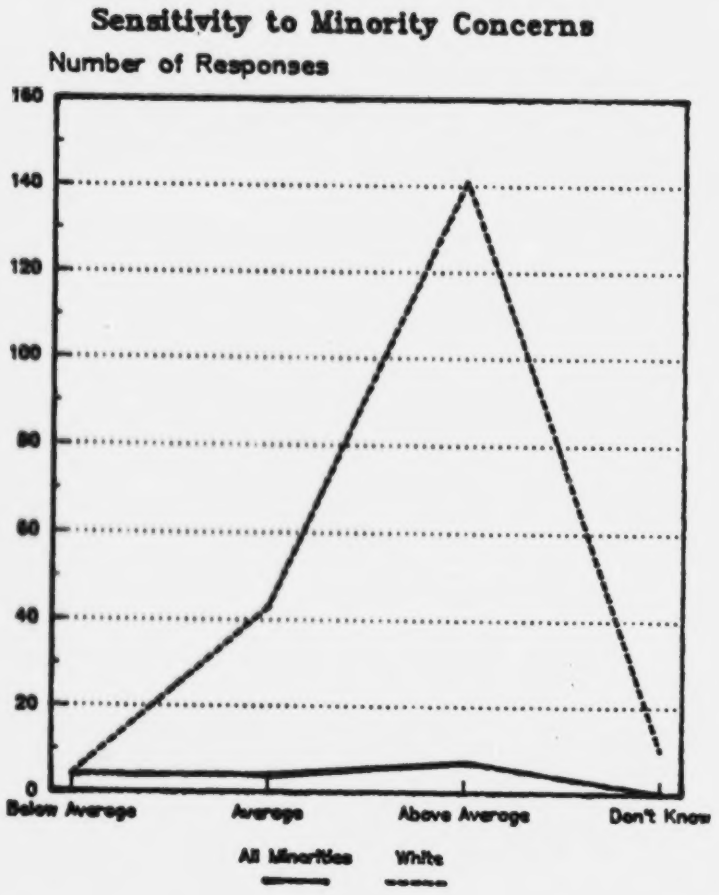


Exhibit C

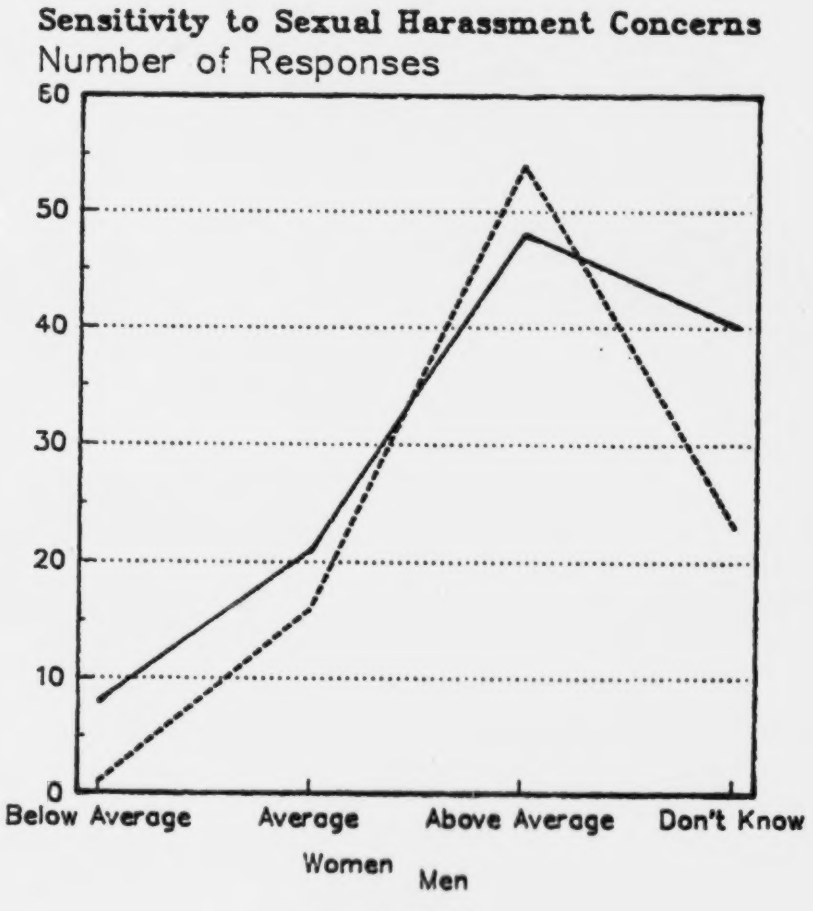


Exhibit D

Exhibit C & D

Quality of Instruction

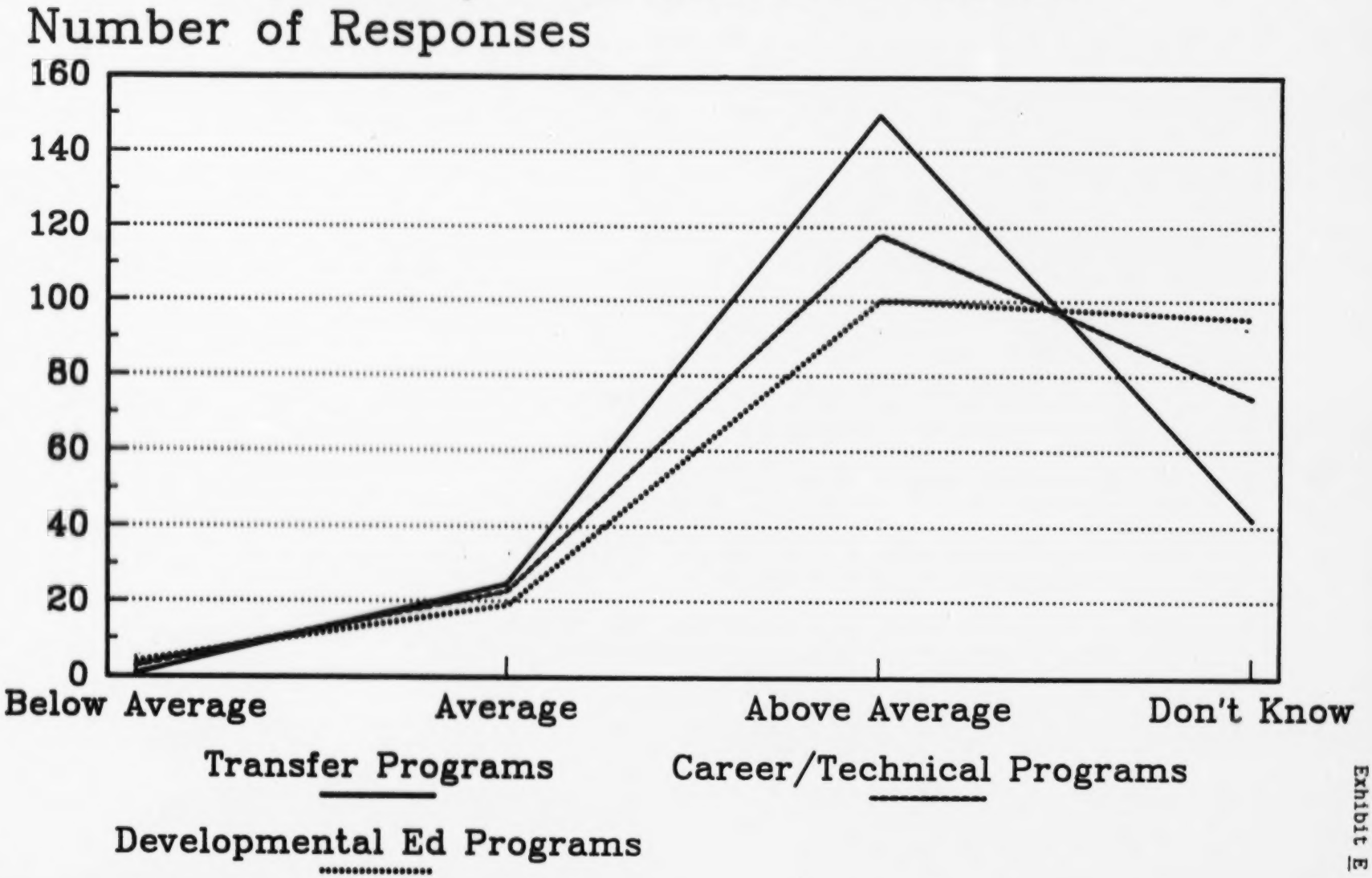


Exhibit E

Quality of Course Offerings

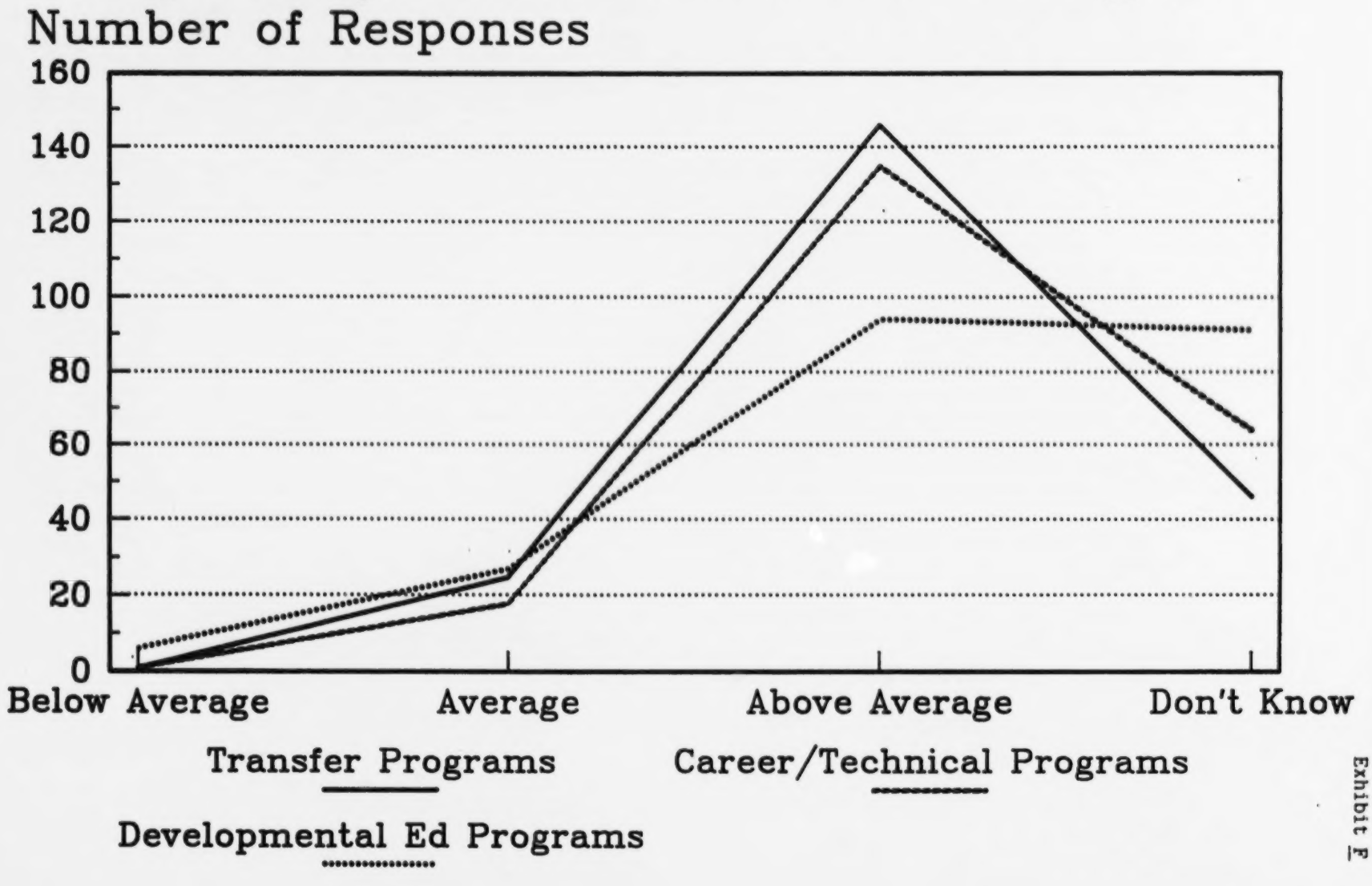


Exhibit F

Academic Standards

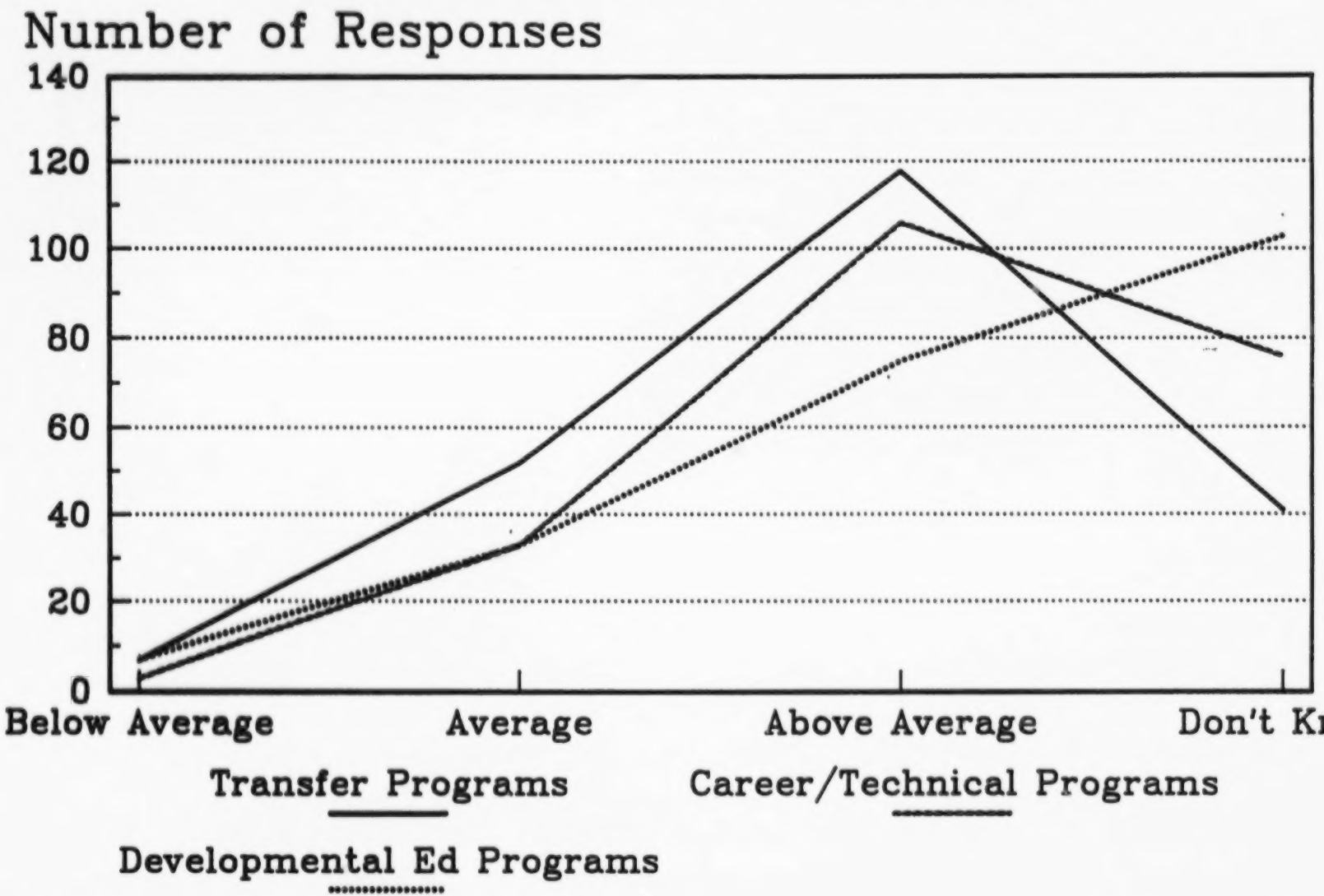
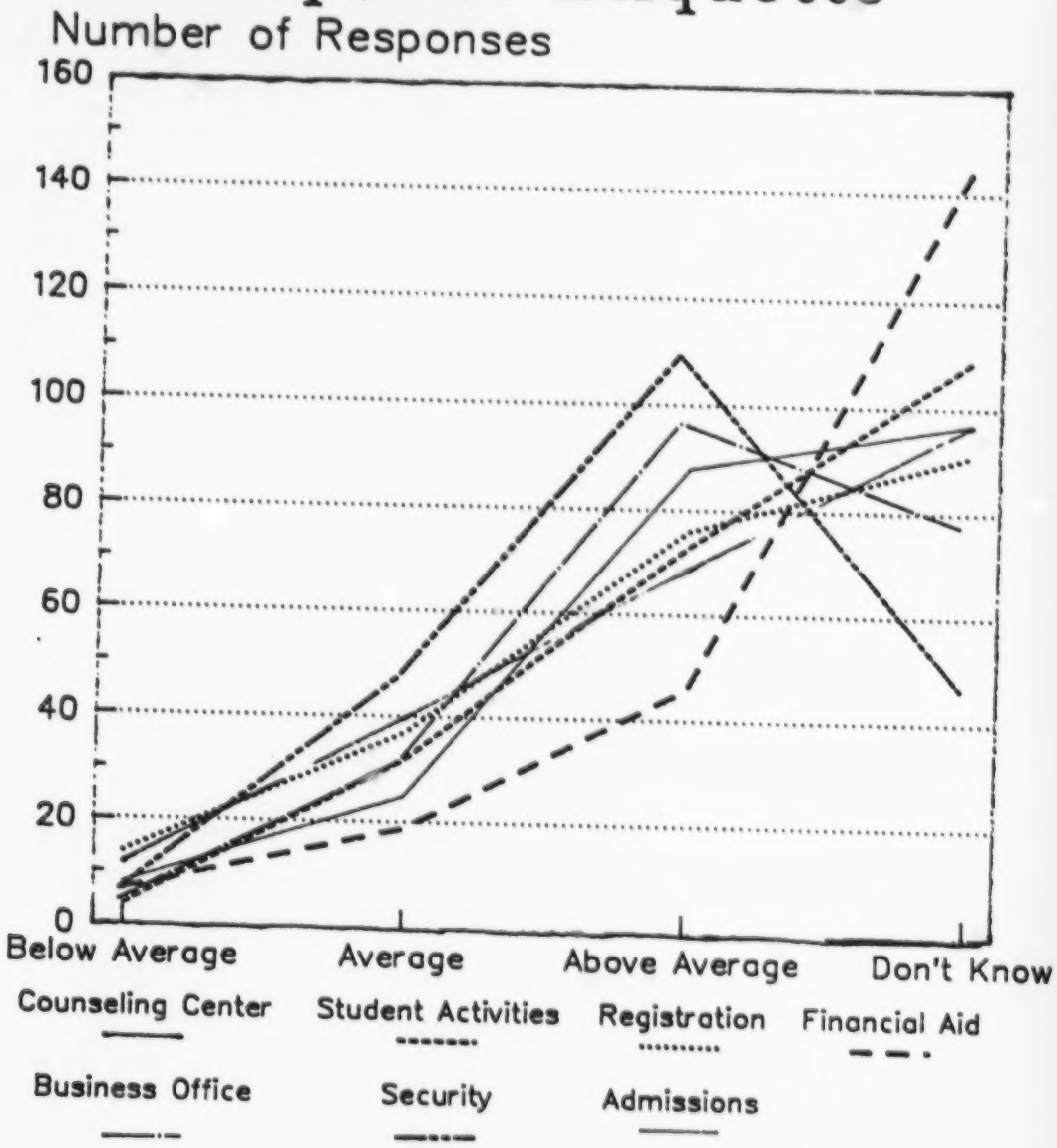


Exhibit G

Telephone Etiquette



1989 Self-Image Survey

OFFICE OF PLANNING & DEVELOPMENT

Catonsville Community College
800 South Rolling Road
Catonsville, Maryland 21228

The purpose of this survey is to assess the College's self image and address those areas that we perceive are not satisfying the needs of our students or adversely affecting our potential students. Your impressions are important for two reasons. First, you are intimately familiar with the institution and are thus in an excellent position to evaluate strengths and weaknesses. Second, you are extremely important in marketing the College. If you feel good about CCC, you are in a position to market CCC to friends and neighbors.

Constructive criticism, comments and suggestions are appreciated, especially for those items you rate in the poor category. Please use the reverse side of the page or additional sheets for your remarks.

Demographic Trends

Please check one response in each of the following demographic data categories so that trends can be determined.

- ❑ Instructional Faculty
- ❑ Administrator
- ❑ Other Professional
- ❑ Classified Staff

<u>Work Status</u>
- ❑ Part time
- ❑ Full time

<u>Work Area</u>
- ❑ Tech Studies
- ❑ HCE
- ❑ MSE
- ❑ BSSHS
- ❑ NPEHLS
- ❑ LELS
- ❑ SPS
- ❑ Planning and Development
- ❑ Physical Plant
- ❑ Cont. Ed/Comm. Services
- ❑ Other Administrative Services

<u>Race/Ethnic Group</u>
- ❑ African American
- ❑ White
- ❑ Hispanic
- ❑ Asian American
- ❑ Native American
- ❑ Other

<u>Gender</u>
- ❑ Female
- ❑ Male

<u>Length of Service</u>
- ❑ Less than one year
- ❑ 1 - 5 years
- ❑ 6 - 10
- ❑ 11 - 20
- ❑ 21+

Rating the College

Please circle your response. How do you rate the College in terms of:

	poor		average		excellent	don't know
Friendliness of atmosphere	1	2	3	4	5	0
Concern for students	1	2	3	4	5	0
Sensitivity to minority concerns	1	2	3	4	5	0
Helpfulness of faculty toward students	1	2	3	4	5	0
Helpfulness of support staff	1	2	3	4	5	0
Sensitivity to sexual harassment concerns	1	2	3	4	5	0
Responsiveness to community needs	1	2	3	4	5	0
Sensitivity to handicapped students needs	1	2	3	4	5	0
Course availability at off-campus centers	1	2	3	4	5	0
Overall quality of education	1	2	3	4	5	0

Faculty and Staff Assisting Students

Please circle your response. Based upon your knowledge of the following programs, how well are college faculty and staff meeting student needs:

College Transfer Programs	poor		average		excellent	don't know
Quality of course offerings	1	2	3	4	5	0
Variety of course offerings	1	2	3	4	5	0
Relevance to 4 year programs	1	2	3	4	5	0
Quality of instruction	1	2	3	4	5	0
Academic standards	1	2	3	4	5	0
Career and Technical Programs						
Quality of course offerings	1	2	3	4	5	0
Variety of course offerings	1	2	3	4	5	0
Relevance to local job market	1	2	3	4	5	0
Quality of instruction	1	2	3	4	5	0
Academic standards	1	2	3	4	5	0
Developmental Education Program						
Quality of course offerings	1	2	3	4	5	0
Variety of course offerings	1	2	3	4	5	0
Relevance to credit courses	1	2	3	4	5	0
Quality of instruction	1	2	3	4	5	0
Academic standards	1	2	3	4	5	0
Continuing Education and Community Services						
Quality of course offerings	1	2	3	4	5	0
Variety of course offerings	1	2	3	4	5	0
Relevance to community needs	1	2	3	4	5	0
Quality of instruction	1	2	3	4	5	0
Academic standards	1	2	3	4	5	0

Faculty and Staff Assisting Students

Based upon your knowledge of the following services, how well are College faculty and staff meeting student needs:

	poor		average		excellent	don't know
Counseling Program						
Effectiveness of service	1	2	3	4	5	0
Relevance to student needs	1	2	3	4	5	0
Availability of counselors	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0
Student Activities						
Quality of program offerings	1	2	3	4	5	0
Variety of program offerings	1	2	3	4	5	0
Relevance to student needs	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0
Admissions Office Programs						
Effectiveness of recruiting activities	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0
Academic Advising						
Quality of advising	1	2	3	4	5	0
Availability of advisors	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Registration						
Efficiency of arena registration	1	2	3	4	5	0
Resolution of problems	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0
Financial Aid						
Resolution of problems	1	2	3	4	5	0
Quality of advisement	1	2	3	4	5	0
Availability of counselors	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0.
Childcare						
Quality of program	1	2	3	4	5	0
Availability of childcare	1	2	3	4	5	0
Health Services						
Quality of program	1	2	3	4	5	0
Availability of service	1	2	3	4	5	0
College Press						
Quality of work	1	2	3	4	5	0
Timeliness in completion	1	2	3	4	5	0

	poor		average		excellent	don't know
Computer Services						
Quality of service	1	2	3	4	5	0
Availability of assistance	1	2	3	4	5	0
Public Relations						
Quality of service	1	2	3	4	5	0
Availability of assistance	1	2	3	4	5	0
Timeliness in completion	1	2	3	4	5	0
Publications						
Quality of Service	1	2	3	4	5	0
Availability of assistance	1	2	3	4	5	0
Timeliness in completion	1	2	3	4	5	0
Business Office						
Quality of service	1	2	3	4	5	0
Resolution of problems	1	2	3	4	5	0
Availability of assistance	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0
Security						
Availability of assistance	1	2	3	4	5	0
One-on-One interaction with public	1	2	3	4	5	0
Telephone etiquette	1	2	3	4	5	0
LMTC						
Quality of library service	1	2	3	4	5	0
Variety of materials	1	2	3	4	5	0
Availability of materials	1	2	3	4	5	0
Quality of media service	1	2	3	4	5	0

Performance of Services

How well are we performing the following services:

Maintenance of buildings	1	2	3	4	5	0
Cleanliness of classrooms	1	2	3	4	5	0
Cleanliness of common areas	1	2	3	4	5	0
Cleanliness of restrooms	1	2	3	4	5	0
Upkeep of grounds	1	2	3	4	5	0
Service in the bookstore	1	2	3	4	5	0
Variety of items for sale in bookstore	1	2	3	4	5	0
Cost of items for sale in bookstore	1	2	3	4	5	0
Service in the cafeteria	1	2	3	4	5	0
Variety of items to eat in the cafeteria	1	2	3	4	5	0
Quality of food	1	2	3	4	5	0
Services for students on evenings and weekends	1	2	3	4	5	0

Promotions

Based on your observation of the following promotional activities/materials how well do you rate them in regard to the following:

	poor		average		excellent	don't know
Quality of press releases	1	2	3	4	5	0
Quality of radio ads	1	2	3	4	5	0
Frequency of radio ads	1	2	3	4	5	0
Quality of newspaper ads	1	2	3	4	5	0
Frequency of newspaper ads	1	2	3	4	5	0
Quality of Intercom	1	2	3	4	5	0
Frequency of publication of Intercom	1	2	3	4	5	0
Quality of registration newspaper	1	2	3	4	5	0
Ease in use of the registration paper	1	2	3	4	5	0
Quality of College catalog	1	2	3	4	5	0
Ease of use of College catalog	1	2	3	4	5	0
Usefulness of signage for buildings	1	2	3	4	5	0
Ease of locating programs and services on campus	1	2	3	4	5	0

1. Would you recommend that your friends or family attend CCC?

   - ❑ Yes, without reservation
   - ❑ Yes, with reservations (please explain)
   - ❑ No (please explain) _____

   _____

   _____

   _____

   _____

2. What suggestions do you have for improving the quality of educational programs and services provided by the College?

3. What suggestions do you have for improving the quality of communication and/or promotional activities at CCC?

4. What ways do you think are most effective for communicating the programs and services at CCC.

	poor		average		excellent	don't know
Radio	1	2	3	4	5	0
TV (Commercial)	1	2	3	4	5	0
Person to person	1	2	3	4	5	0
Direct mail of brochures	1	2	3	4	5	0

	poor		average		excellent	don't know
Registration newspaper	1	2	3	4	5	0
Ads in newspaper	1	2	3	4	5	0
Special events on-campus (car show, sports, theatre)	1	2	3	4	5	0
CTV 20	1	2	3	4	5	0

5. What things do you think hurt our image?

6. All in all, what is your overall impression of CCC as a:

   A. Place to work?

   B. Provider of quality educational programs services?

_____ Signature (optional)

I would like to talk to the Director of Marketing, Fran Turcott, about my ideas regarding items on this questionnaire.

Please return this survey to your division secretary.

Social Security Number:

Please circle the letter of [illegible]

1. How often do you watch [illegible]
   a) every day b) almost every day c) seldom
2. How often do you read the [illegible]
   a) every day b) almost every day c) seldom
3. How often do you listen [illegible]
   a) every day b) almost every day c) seldom
4. Do you have a favorite [illegible]
5. How did you become aware of [illegible] Community [illegible]
   (Please check those [illegible]

   ___ Friend
   ___ Family
   ___ Teacher
   ___ Guidance Counselor
   ___ [illegible]

6. What single reason [illegible]
   for attending Ca[illegible]

7. Why did you wish [illegible]

BEST COPY AVAILABLE

CATONSVILLE COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL RESEARCH

FALL, 1989 QUICK STUDENT SURVEY

We are asking a sample of our 10,000 students a few questions to help us have a more complete description of who is here this semester. We appreciate your taking 2 or 3 minutes to respond to the items below. Thanks for your help!

1. When did you first take credit classes at CCC?

__ This semester __ This past summer __ Last spring
__ Last fall-winter __ Before last fall

2. How many courses are you taking this semester? ___

Full Time _____ Part Time _____

3. What is your eventual academic goal at CCC?

__ Only one course __ Several courses
__ A Certificate __ An A.A. degree

4. Do you plan to transfer to a four-year institution sometime?

__ No __ Maybe __ Yes __ Already enrolled at one

5. When did you decide to take classes at CCC this semester?

__ Last school year __ June/July __ August

6. What curriculum or program of study are you in? _____

7. Are you working at a job this semester?

__ Don't plan to __ Not yet, but hope to
__ Yes: approximately how many hours per week ____

8. How much longer do you plan to attend CCC?

__ Only this semester __ One semester after this
__ More than a year __ Have no idea

9. How or where did you first learn about CCC?

__ High school teacher/counselor __ Newspaper/Radio/TV
__ Parent or relative __ Friend
__ Someone at work __ Other: _____

OVER OVER OVER OVER OVER OVER

10. Which one or two of the following reasons would you rate as most important in your decision to attend CCC rather than another college or university?

__ Closeness to home
__ Lower cost
__ Athletic program
__ Academic reputation
__ Open admissions policy
__ Need to improve academic skills
__ Closeness to work
__ Have program/courses I want
__ Student Activities/Services
__ Financial aid available
__ Friends attend here
__ Other: _____

11. When did you register for this semester's classes?

__ Last spring __ June __ July __ August

12. This is a two-part question:

A. Did you get the courses you wanted when you began registration?

__ None __ Some __ All

B. Did you get courses at the times you wanted them?

__ None __ Some __ All

13. Which of the following age groups are you in?

__ 18 or under __ 19-21 __ 22-25 __ 26-30
__ 31-40 __ 41-50 __ 51-59 __ 60 or over

14. Did the changes in admissions policies at the four-year colleges and universities in the area have any impact on your decision to enroll at CCC? __ Yes __ Some __ No

15. Financial aid has become more difficult to get at many schools. Was this a factor in your attending CCC? __ Yes __ Some __ No

16. Before you came to CCC, did you consider attending any other colleges?

__ No __ Yes: Which ones? _____

THANK YOU AGAIN FOR YOUR HELP WITH THIS SURVEY

ERIC Clearinghouse for Junior Colleges MAR 29 1990